

**Marshall University**

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**From the Selected Works of Sherry Early**

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Summer 2014

# Studying Leadership: Traditional and Critical Approaches

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Available at: <https://works.bepress.com/sherry-early/12/>



International Leadership Association

**JULY  
2014**

# Member Connector

## *In this Issue:*

### **Page 2-5**

- Remembering James MacGregor Burns

### **Page 6-8**

#### **ILA BOARD CORNER**

- Social Justice Leadership in Living Systems – A TEDx event

### **Page 8**

#### **ILA CONFERENCES**

- Keynotes announced for 2015 WLAG conference

### **Page 9**

#### **ILA MEMBER SPOTLIGHT**

- The Leadership Group

### **Page 10-14**

#### **FEATURED PUBLICATION**

#### **& AUTHOR INTERVIEW**

- Studying Leadership: Traditional & Critical Approaches

### **Page 15**

- New leadership jobs

### **Page 16**

- ILA seeks interns

### **Page 17**

#### **CALENDAR OF LEADERSHIP EVENTS**

## **Abundant Offerings at ILA 2014 Attracts Staggering Registration**

The ILA is reaching new heights in many areas. Membership recently surpassed 2,500 for the first time, conference registration numbers are skyrocketing, there are a record number of pre-conference workshops scheduled, and an extra concurrent session slot has been added to accommodate the extraordinary number of quality sessions. There are more special events planned, offering many more networking and social opportunities. Perspectives on the conference themes will be shared by [three keynote speakers](#):

- **A.T. ARIYARATNE** — leader and founder of the Sarvodaya Shramadana Movement in Sri Lanka
- **OTTO SCHARMER** — senior lecturer at the Massachusetts Institute of Technology (MIT) and the author/co-author of three books and numerous publications
- **CONNIE MATSUI** — founder of the San Diego Social Innovation Trust, and the Beacon Life Transitions program at the Stanford Graduate school of Business

Browse the interactive online program ([convention2.allacademic.com/one/ila/ila14/](http://convention2.allacademic.com/one/ila/ila14/)) to find sessions on topics of interest or by a particular presenter. The program is available to anyone, but if you log in using your ILA credentials, you can build a personal schedule of your time in San Diego. The link above takes you to the initial log-in page. You may log in or browse the program as a guest. Simply look for the icon at right.



Another conference first this year is a silent auction. Items donated include both executive and leadership coaching sessions, autographed books, a scholarship for a three-day Connective Leadership training seminar, and more.

If you haven't registered yet, please take a moment and do so. You won't want to miss all the excitement! Registration is easy and may be done on the ILA website at [www.ila-net.org/Conferences/2014/register](http://www.ila-net.org/Conferences/2014/register).

For those who have registered, please take a moment to sign up for a pre-conference workshop or special event if you haven't already done so. And for everyone planning to attend, it is strongly recommended you book your hotel room as quickly as possible. The ILA has negotiated a special rate with the Hilton Bayfront, and rooms will be available until sold out or until Monday, Oct. 6.

**REGISTER BY OCT. 14 AND SAVE \$60!**

# A Legendary Giant in the Field of Leadership

History books are full of the lives and achievements of great leaders. Those who write such books are, for the most part, relatively unknown. However, one such prolific author, who wrote voluminously on leaders and the subject of leadership, was an icon in his own right. The ILA community mourns the death of James MacGregor Burns, one of the founders of the field of leadership studies and the International Leadership Association, an esteemed scholar, and a kind person.

Born in a suburb of Boston, Burns graduated from Williams College in 1939. After a stint in Washington, DC, as a congressional staffer during the FDR administration, he served as a combat historian during World War II, earned his master's and doctorate at Harvard University, and did post-doctorate work at the London School of Economics. Burns returned to Williams College in 1947 to join the faculty for the next several decades. He also served as president of the American Political Science Association and the International Society of Political Psychology. Locally, he ran for Congress and was chair of the Berkshire County Commission Against Discrimination. He later held visiting professor and distinguished senior scholar appointments at the University of Richmond's Jepson School of Leadership and the University of Maryland's Academy of Leadership.



A prolific writer, he was only 31 years old when his first book was published, *Congress on Trial* (1949). Just three years later, he co-authored *Government by the People* (1952), a textbook now in its 21<sup>st</sup> edition. Of course, his seminal 1978 book *Leadership* is well-known to many reading this article; and his theories of transactional and transformational leadership have been the basis of hundreds of doctoral dissertations. Perhaps most stunning is that he wrote half a dozen books after the age of 80 including — at age 95 — *Fire and Light: How the Enlightenment Transformed the World*.

He received a Bronze Star for meritorious service in a combat zone, the Pulitzer Prize for History, the National Book Award in History and Biography, the Bicentennial Medal from Williams College, the ILA Distinguished Leadership Award, the ILA Lifetime Leadership Legacy Award, and many other honors.

He is survived by his longtime companion and co-author Susan Dunn, and three children, including ILA Member Stewart Burns. A private memorial service was held in Williamstown on July 19.



**Burns with ILA President Cynthia Cherrey**

"I ask everyone to join me in keeping Jim's legacy alive through daily actions that foster ethical and effective leadership" remarked ILA President Cynthia Cherrey. "We will again honor his life's work at the ILA global conference in San Diego."

The following remembrances are just a small sampling of his influence and impact.

## RAISING THE BAR

*Richard Couto, retired*

Along with Robert Greenleaf, Jim Burns changed the course of leadership studies in the late 1970s and directed us to the plane of moral values and



*Burns with Georgia Sorenson (left) and Gill Hickman in 2002 after receiving the Distinguished Leadership Award.*

human interaction. We are all better off because of that change. He, like Greenleaf, wrote out of distress with mediocrity after the 1960s offered such promise for democratic transformation. Burns was compelled to write because of intellectual mediocrity of leaders and about leadership. He wanted to up the ante; to transform them. Encyclopedic in the breadth of his knowledge, deeply analytical in politics and history, passionate that thought serve enlightenment and happiness, and convinced that leadership was the black box in improving the human condition — we are unlikely to see one like him pass our way again. We can however be grateful that we had his gifts for the time that we did and provide him the highest emulation by extending his legacy with our own efforts.

### **GREAT PUBLIC INTELLECTUAL**

*Tom Cronin, McHugh Professor of American Government and Leadership, Colorado College; President Emeritus, Whitman College*

Jim was one of the great public intellectuals of our age, and his writings in political science, history, biography, and leadership studies have influenced millions. Indeed, his reach as a political scientist because of his prize-winning books, textbooks on American government, magazine stories in *The New York Times*, appearances on “Meet the Press” and so on was more far reaching than any of his contemporaries. Equally important, he was a generous mentor to thousands of younger scholars in a variety of disciplines — and he was always pressing scholars to tackle the tough questions of how we can improve our governments and leadership practices.

## **BURNS: ILA Co-founder**

*Georgia Sorenson, visiting professor of Leadership Studies, University of Maryland School of Law*

In the early 1990s James MacGregor Burns, Lorraine Matusak, and I began a series of dinner conversations that sparked the creation of the International Leadership Association. As everyone knows, Jim was a man of action, not self-aggrandizement, so what he really was interested in was bringing leadership scholars together in an annual conference. And by the way, Burns insisted that all of us, leaders, researchers, activists, be called “leadership scholars” or “students of leadership.”

One of the roots of the ILA was the W.K. Kellogg Foundation’s funded meeting at the Jepson School of Leadership Studies called Corr-Con (for Correspondence and Conference). Jim had wanted the kind of thoughtful, contentious, and creative correspondence between leadership scholars that the U.S. Founding Fathers enjoyed at the beginning of this new country. But most of us younger folks eschewed snail mail and Burns did not use the Internet, so that idea was scrapped eventually for a series of small pamphlets produced by teams of scholars, under the KLSP.

I think that many would agree that the ILA’s taproot was Kellogg Leadership Studies Project, which was based at the Burns Academy of Leadership at the University of Maryland. As the Academy’s Director, I recruited Jim and Lorraine to sign on as Distinguished Leadership Scholars. KLSP brought together about 50 leadership scholars to discuss, argue about, and co-author a series of publications. Our idea of an organization for leadership scholars and practitioners was taken up by the group and we decided to test the idea by holding the “Leaders/ Scholars Association Meeting of the Minds” in 1998.

Participants liked the concept and the inaugural ILA conference was held a year later. I provided a home and initial funding (and held the ground for adding “International”), and Lorraine and later Roger Sublett and Rick Foster of the Kellogg Foundation provided seed funding, and with the hard work of Bruce Adams, Scott Webster, Barbara Kellerman, Cynthia Cherrey, Shelly Wilsey, and many others, the rest is history.

I will save for another time writing about my deep and abiding respect and love for Jim. It’s just too soon. We were each other’s best friend, collaborators, and co-conspirators. As his partner, Susan Dunn, has helpfully reminded me, “we were so lucky, Georgia, we had him with us for almost 30 years, and that was truly great good fortune.” So true.



## TERRIFYING THRILL

*Kathryn Gaines, president, Leading Pace, LLC*

James MacGregor Burns provided one of the most intimidating moments and one of the greatest honors of my career so far. As I was about to begin my ILA presentation in Chicago in 2006, he walked in the room, made his way to the front row, and took notes throughout the presentation. I had not met him personally, but knew who he was, and was equally thrilled and terrified that someone whose work I so admired was listening and taking notes. We had some discussions during the rest of the conference and he showed an interest in my work that encouraged me to request that he serve as external reviewer of my dissertation. With some facilitation from my Antioch University advisor, Richard Couto, Burns agreed. I will always treasure the experience with much gratitude that a Pulitzer Prize winning historian and founder in the field of leadership was willing to give his time and talent to provide feedback. I will miss his sharp mind ... along with his warmth and that sparkle in his eyes.



***Burns at the Academy of Leadership***

## GOLD STANDARD

*Jean Lipman-Blumen, Thornton F. Bradshaw Prof. of Public Policy & Prof. of Org. Behavior, Claremont Graduate Univ.*

Although I did not know Jim well personally, he always impressed me as a kind, gentle, brilliant, and very civil man. It has been my strong feeling that he somehow infused the ILA, from the outset, with that same remarkable civility that demarcates it from other professional associations, particularly in academia. I think his “Leadership” volume should be required annual reading for all of us who hope to understand what leadership is all about. Everything he wrote, solo and with his collaborators, has had an immense impact on the field and far beyond.

## APPROACHABLE ICON

*Vern Ludden, professor, Doctoral Program in Organizational Leadership, Indiana Wesleyan University*

Over the years, it was interesting to read James MacGregor Burns’ books — particularly because of my background in public administration. It was then my pleasure to meet and talk with him at the ILA conference in 2006. His presence at ILA conferences was always special because it gave participants an opportunity to talk with one of the pioneers of our field. He was always gracious about talking with everyone he met and making them feel at ease. We have seen the passing of pillar of the leadership field and he will be missed.



***Burns (center, holding plate) poses with Jepson colleagues after receiving the Lifetime Leadership Award in 2008.***

## WALKING THE TALK

*Carol Pearson, author and consultant*

All our flags should be at half mast, as the passing of Jim Burns is a great loss to the field of leadership and the world because of the quality of his life as well as his legacy as a scholar and thinker. Jim embodied the values that he advocated, plus some. He was

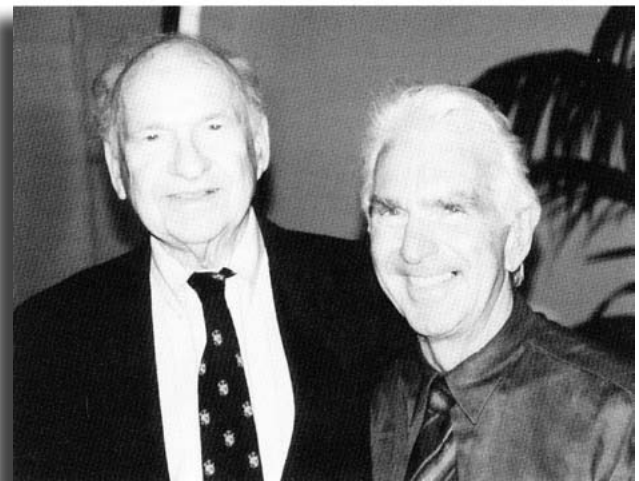
an inspiring and charismatic leader who also was humble, curious, and kind. Just being with him or receiving one of his beautiful letters always provided the shot in the arm I needed to strive to lead in the way he both advocated and embodied. Watching him at a dinner in his honor, where everyone was so thrilled to be with him, taught me so much. He was not at all interested in proclaiming about leadership or in any way being the center of our attention. Rather, he turned to others and inquired about them, hungry to learn what they did and thought, and warm in the regard he showed them. Even in a social setting, he was busy bringing out the best in those who were there and asking them the questions that would surface their higher values and concerns.

## INSPIRATIONAL INFLUENCE

*Roger Sublett, president, Union Institute & University*

I first became familiar with the work of James MacGregor Burns as a student at the University of Arkansas when I read his outstanding biography *Roosevelt: The Lion and the Fox*, which was required reading for a modern American history class. I was most impressed with his scholarship, his writing skills, and political insights into the life and times of one of America's political giants. As a professor of history, I continued to follow the works of Burns over the years and have used many of his book in my classes. When he turned his scholarship to the study of leadership, I became fascinated with his observations around transformational and transactional leadership and the impact that his work had on the emerging discipline of leadership in the late 1970s and 80s. When I began my career at the W.K. Kellogg Foundation, I was very much aware of the influence he had on the study of leadership; and I was thrilled to meet him through the Kellogg Leaders/Scholars Program in Battle Creek, Michigan. From that first meeting, my interaction with him continued in Los Angeles with the ILA, College Park, MD, New York City, Washington, DC, Salzburg, Austria, and Williamstown, MA. He was an inspirational leader for many of us who read his books and articles and had an opportunity to participate in lively discussions in his presence. He had an enormous influence on history and political science students as well as national political figures and leadership scholars. All of us who had the privilege of knowing and working with him are thankful for the opportunity to share a bit of time and space with an intellectual giant of our times.

We will miss him every day, but we are thankful for his creative mind, his writing skills, and his insights into history, politics, and leadership. As a result of his lifelong commitment to scholarship, we have a great body of literature which he left for us. What a remarkable gift to all of us and what a remarkable life he led!



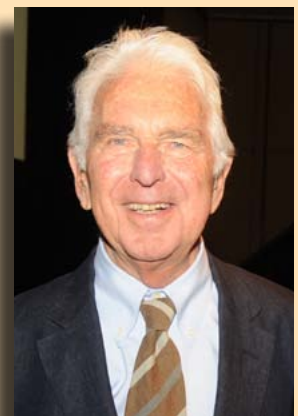
**Burns (left) meets Warren Bennis for the first time at the Leaders/Scholars Meeting of the Minds at USC in 1998.**

## WARREN BENNIS

**March 8, 1925 – July 31, 2014**

Sadly, another legend in the field of leadership and a founding Board member of the ILA passed on July 31. Warren Bennis was the author of dozens of books, including *On Becoming a Leader* (1989) and *Leaders: Strategies for Taking Charge* (1985). He received the ILA's Distinguished Leadership Award in 2007 and the ILA's Lifetime Achievement Award in 2008. Bennis was a Distinguished Professor of Business Administration at the Marshall School, and the founding chairman of The Leadership Institute at the University of Southern California.

The ILA will be honoring Bennis and Burns at the annual global conference in San Diego.



## ILA BOARD CORNER

# Presenting at TEDx — A Dream Come True

*By ILA Board Member Max Klau, Vice President of Leadership Development, City Year*

As an individual who is passionate about ideas, I have long dreamed of giving a TED talk. I've watched hundreds of these talks, and enthusiastically share my favorites via email and social media. I've followed the careers of TED celebrities like Brené Brown and Simon Sinek — both of whom gave powerful talks at relatively small TEDx gatherings that ended up going viral and have now been viewed tens of millions of times. The way actors fantasize about getting their big break in Hollywood, I've dreamed of standing on stage to present an "idea worth sharing" in a talk that ultimately informs and inspires a vast audience through years of enthusiastic sharing on social media.

To my surprise, delight, and amazement, my dream recently came true, when I had a chance to present this past April at TEDx HGSE (Harvard Graduate School of Education). Here, then, is the story of my unexpected TEDx adventure.

The opportunity to present appeared out of the blue. I am an alum of HGSE (I completed my Doctorate in Education there in 2005) and I still live and work in Boston, so I've stayed connected to the school over the years. This past winter I was asked to serve as a panelist at "Resumania", an event at which current students share their resumes with alums for some thoughtful feedback and career guidance. It was utter chance that one of the students who sat down in front of me happened to be the woman who was organizing TEDx HGSE, and I learned of her role while reviewing her resume. I did my best to provide some thoughtful feedback on her resume, but recognized that a chance to live the dream had suddenly appeared! At the end of our brief time together, I cut right to



**Watch Max's presentation at:**

**[tedxtalks.ted.com/video/Social-Justice-Leadership-in-Liv](http://tedxtalks.ted.com/video/Social-Justice-Leadership-in-Liv)**

the chase: "So tell me: How can I get in on the action at TEDx HGSE? I'd love to be considered as a presenter!"

I followed up via email, and the student let me know that she would bring my name to the planning committee meeting a few weeks hence. It was a struggle to stay patient and not get overly eager, but eventually, I heard the news: I had been approved as a speaker, and would have a ten minute slot to share an idea worth spreading!

Then, of course, the real adventure began. What, really, was my own personal idea worth sharing? Did I really have anything original and important to say? And if so, could I say it powerfully in just ten minutes?

Upon reflection, it was meaningful in many ways that this TEDx talk would occur at HGSE. The event would occur in one of the few large lecture halls at the school — this was a room in which I took several required classes in my first semester of grad school. I have pursued a few challenging goals in my life, but there is no doubt that completing my doctorate was by far the most difficult thing that I had ever done. I spent those six years engaged in challenging coursework that every semester somehow managed to upend my understanding of reality, and my grad school journey involved years of stumbling to find answers to questions that I only dimly grasped while immersed in coursework and research.

Today — almost ten years after graduating — I have gained invaluable perspective on what I was studying and why I felt so driven to study it, and I'm happy to report that I've found practical, useful ways to apply my education at a high-performing non-profit. Here was a chance to return to where that difficult and transformational journey of discovery began, and tell the story of what I learned. In an important sense, it was an opportunity to truly conclude the learning journey I



began the day I showed up for student orientation almost a decade earlier.

As I began the process of preparing my presentation, I reached out to a family member for some guidance. Janet Echelman is a successful public artist and a regular at the annual TED conference. Her first talk, entitled *Taking Imagination Seriously*, was given at TED in 2011 and has been viewed more than a million times. She was invited to speak again at TED in 2014 to explain the massive art installation that she was commissioned to create to be displayed right outside the conference hall in Vancouver where the TED conference was occurring. We're related, and since we both live in Boston we see each other fairly often. Her advice: *Practice. A lot. Like three times a day for as many days as possible.*

So that's what I did. I put a recurring 30 minute meeting-maker into my calendar every work day for the five weeks leading up to the event. And every day, I grabbed my laptop and my remote clicker and went through the talk multiple times. What was most surprising about the process was the sense that through practicing, I was slowly discovering the true essence of my message. Although I put a lot of effort into the first draft, it didn't take long before I realized that some parts of the story felt deeply true and honest, while others felt flat and lifeless. Through constant practice, I was driven to reflect more deeply on what it was that I most sincerely wanted to express. In time, I eventually arrived at a presentation where I felt that every single word resonated as authentic and true.

I also made sure to practice in front of an audience multiple times in the weeks before the actual event. I presented to family, friends, work colleagues ... whoever was willing to listen for ten minutes! In each case, I got invaluable feedback that helped me refine the presentation. I realized that terms and concepts that were clear to me were not always clear to listeners, but all it took was an additional word or phrase to ensure that everyone grasped the nuances of what I was trying to say. That kind of audience feedback was an enormously helpful part of the preparation process.

The week before the event, I was basically rehearsing the

presentation constantly in my mind. I practiced in the shower, on my commute, and while eating lunch. I knew that I had found the essence of the story I wanted to tell, and had become as familiar with the talk as I could possibly get. The only question was whether it would all flow as smoothly while on stage for the actual presentation!

The day of the TEDx event was a bit of blur. It was a three-hour event, and I learned that morning that I was scheduled to appear about 2/3 of the way through the event. So after sitting for two hours and listening to dozens of presentations, I struggled to clear my mind and stay focused on my own message. Finally, they called my name and I stepped onstage and into the spotlight. I paused, looked around to connect with the audience ... and then felt a wave of relief as the words began to flow

smoothly from my lips. All that practice had paid off, and I was grateful to have taken Janet's advice to heart.

After the event was over, I felt a tremendous sense of relief and accomplishment. More importantly, I felt an unexpected sense of closure, as though I had finally completed a chapter in my life that had begun in that lecture hall almost a decade ago. It was exciting to know that others would soon be able to hear my story, but

it was perhaps even more exciting to know that after years of grappling with uncertainty, doubt, confusion, and complexity, I had arrived at a dramatic new level of clarity within myself regarding what I had learned about the world and why it mattered.

The weeks following the event were surprisingly frustrating. It took almost a month before the videos went live on the TEDx website, and those days of waiting were excruciating. But the video did ultimately appear on the web, and it is very exciting to know that this presentation is now out there in the world.

There was a small part of me that hoped that my talk would instantly go viral and rack up thousands of hits in a matter of days. Not surprisingly, that didn't happen! The talk has clearly had an impact, however. A few weeks after the video was released, I had a meeting with a group of individuals that I had never met before, and they had all watched the talk. It was quite a change to begin a conversation with a group of strangers

**“ It was exciting to know that others would soon be able to hear my story, but it was perhaps even more exciting to know that after years of grappling with uncertainty, doubt, confusion, and complexity, I had arrived at a dramatic new level of clarity within myself regarding what I had learned about the world and why it mattered. ”**



around the deepest insights from my graduate studies, instead of feeling that those insights were influencing solely my own perspective on the world. In addition, I work at a national non-profit, and the TEDx was included in the list of required pre-work leading up to our annual summer staff training conference this year. For the first time, 1,300 City Year staff were familiar with the research and thinking that has influenced the leadership development work we have been working on here for several years. It has been exciting to see the way the talk has allowed us all to go deeper in our discussions about the nature of social change and the implications of this perspective for our efforts to address the high school dropout crisis.

The most exciting outcome of my TEDx adventure, though, is the sense of validation of the key idea I presented in my talk. The focus of my talk was the interconnected nature of inner and outer change; I argue that there is a direct connection between our own efforts to achieve greater clarity and connection to purpose in our own inner worlds, and our ability to create change in the world around us. And I have clearly seen how the new level of inner clarity I was compelled to achieve through crafting my TEDx talk has powerfully enhanced my efforts to create change at City Year and beyond. Of course, a TEDx talk is not the only way to achieve this dual benefit! All of us who are refining our presentations for the upcoming ILA conference in San Diego are engaging in a similar quest for more internal clarity, and through the sharing of that clarity we will deepen our connections to colleagues in the leadership field. These dual, interconnected processes of seeking greater inner clarity while developing increased connections to others in the field is perhaps the primary reason why the annual ILA conferences are so powerful and transformational.

In conclusion, I am aware that in so many ways my TEDx adventure is really just beginning. I am deeply grateful for the opportunity to share these ideas with the world, and look forward to seeing how the talk will continue to create ripples in the world in the months and years ahead!

## Advancing Women in Leadership: Waves of Possibilities keynotes confirmed for 2015 conference

Conference co-chairs Susan Madsen and Melissa Mahan are pleased to announce the two keynote presenters for the 2015 ILA Women & Leadership Affinity Group conference: Betsy Myers and Nyaradzayi Gumbonzvanda. The conference will take place June 7-10 at the Asilomar Conference Grounds in Pacific Grove, California.

Myers is the founding director of the Center for Women and Business at Bentley University. She was a senior adviser to Barack Obama's presidential campaign and as a senior adviser on women's issues for the Clinton administration. She will address conference attendees on Monday, June 8.

Gumbonzvanda is the general secretary of the World YWCA. She has over 10 years of experience in working in the United Nations, where she has served as regional director for the UN Development Fund for Women in Eastern and Horn of Africa covering 13 countries. She will deliver her keynote address on Tuesday, June 9.

For more information about the conference and the keynotes, visit the [ILA's W&L conference website](http://www.ila-net.org/WLC/WLC15/cfp.html).



**MYERS**



**GUMBONZVANDA**

**THE CALL FOR SUBMISSIONS IS OPEN UNTIL  
FRIDAY, OCT. 10, 2014.  
SUBMIT YOURS TODAY AT THE FOLLOWING LINK:**

[www.ila-net.org/WLC/WLC15/cfp.html](http://www.ila-net.org/WLC/WLC15/cfp.html)

## SPOTLIGHT ON ILA MEMBERS

ILA members are doing amazing leadership work around the world, from starting new degree programs to nurturing young leaders who make a difference, from running innovative workshops and seminars to fostering organizational change.

*Interested in having your organization featured in a Member Spotlight? Contact Rob Purdy at [rpurdy@ila-net.org](mailto:rpurdy@ila-net.org).*

### The Leadership Group

Led by a diverse group of professionals since 2000, The Leadership Group (TLG) offers unique programs for different sectors like finance, food and nutrition, academic education, government, and transport. The consulting firm also offers workshops, training, and coaching.

“We expand your experience and knowledge based on proven insights,” says Ted Baartmans, managing director and founder. “We help you to detect and express all your talents. We develop self-understanding, self-acceptance, and self-respect in order to gain the respect of others. We will encourage you to create meaning, to show passion, to be creative, to interact and to empower others.”

In 2001, Baartmans received a call from Michael Hackman (Colorado University), who told him the ILA was the ‘place to be’. At his first ILA conference (Miami, 2001) it became clear to him that the ILA network could help TLG in its ongoing search for the latest proven insights in leadership and connecting the best scholars and trainers on the globe.

The latest definition of leadership that is used by TLG is always under construction. A selected group of trainers out of 12 countries is rotating in TLG’s programs. Every time an annual program is completed, it is renewed by the comments of the last year and the insights of research and development. ILA members and associates like Jean Lipman-Blumen, Jonathan Gosling, Georgia Sorenson, Mark Gerzon, Manfred Kets de Vries and Gill Hickman are influencing the programs time-over-time. Sharing experiences with colleagues in the field during conferences and gatherings are the best guarantee for continuous improvements. Also many guest speakers are invited out of the ILA network.

The future focus for TLG is to follow up on changing patterns in labor demography. Mature and experienced leaders are choosing for a third and fourth career and don’t retire needed to be fed by programs for those who have experience already.



Learn more at [www.theleadershipgroup.nl/](http://www.theleadershipgroup.nl/)

# STUDYING LEADERSHIP: TRADITIONAL & CRITICAL APPROACHES

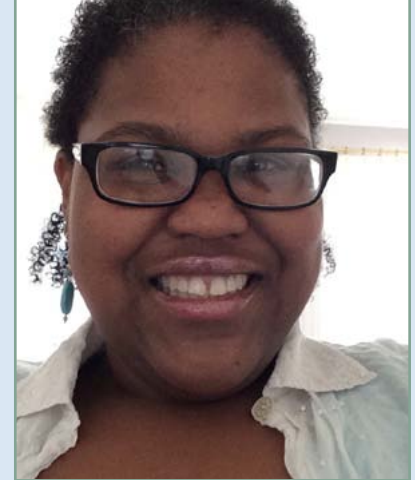
*Doris Schedlitzki & Gareth Edwards (2014, SAGE Publications Ltd.)*



Doris Schedlitzki is an associate professor in Organisational Leadership at Bristol Business School, the University of the West of England. Her interest in leadership includes the areas of cross-cultural studies of leadership, discourse and leadership, leadership as identity, psychoanalytic approaches to leadership and the role of national language within cultural leadership studies. She also researches and writes on issues relating to leadership learning and the nature, purpose and use of blended learning approaches at postgraduate level. She has published her work in the journals *Leadership*, *Management Learning*, *Scandinavian Journal of Management*, *Leadership and Organisation Development Journal* and *The International Journal of Management Education*. Doris has further co-edited the book *Worldly Leadership*, guest edited special issues in *Management Learning* and *Advances in Developing Human Resources* and is on the editorial board of *Leadership*.



Gareth Edwards is an associate professor of Leadership Development at Bristol Business School, the University of the West of England. His current interests are in the application of ideas on aesthetics and leadership, community and dispersed theories of leadership. He also researches and writes on issues relating to leadership learning and development. He has published work in the journals *Leadership*, *Management Learning*, the *International Journal of Management Reviews*, *Leadership and Organisation Development Journal* and *Advances in Developing Human Resources*. He has also guest edited special issues in *Management Learning* and *Advances in Developing Human Resources*. Gareth is also on the editorial board of four journals, *Leadership*, *Leadership and Organisation Development Journal*, *Advances in Developing Human Resources* and the *International Journal of Public Sector Services*.



Our guest interviewer is Sherry L. Early, who holds a B.A. in Communication and M.A. in Student Affairs Administration, both from Michigan State University. She also holds a Ph.D. in Higher Education Administration from Bowling Green State University. She teaches courses in the Higher Education and Student Affairs program area in the department of Counseling and Higher Education. Additionally, Early serves as interim program coordinator for HESA. Early teaches Introduction to Higher Education and Student Affairs, Student Development Theory, and Practicum. Her research interests include leadership development, mentoring and socialization in higher education, and designing training programs. Her doctoral dissertation (2014) was "An Examination of Mentoring Relationships and Leadership Capacity in Resident Assistants".

**SHERRY:** We are here with Gareth Edwards and Doris Schedlitzki to discuss their new book, *Studying Leadership: Traditional and Critical Approaches*. Thank you for your time today. You both have considerable years of varied leadership experiences. Can you share with us a bit more about yourselves?

**GARETH:** My story, with regards to leadership, begins when I started working for a leadership development and education company way back in the late 90s. I worked there for about five years on experiential leadership development programs. I was a facilitator and, what you might call, a course director, running programs for them much of the time I was there. At the same

time, I was doing research and completing my Ph.D. It has only been in the last five years that I've actually entered into academia full time to do teaching and researching. My prior background was in organizational psychology, but these days my research doesn't really take a psychological perspective. It's more sociological in orientation.

**SHERRY:** Since the publication of the book is there anything fun or personal that you might like to share about your leadership journey?

**GARETH:** I don't know, really. [Laughs] Nothing leaps to mind, as it were. Actually, since finishing this book, it has really



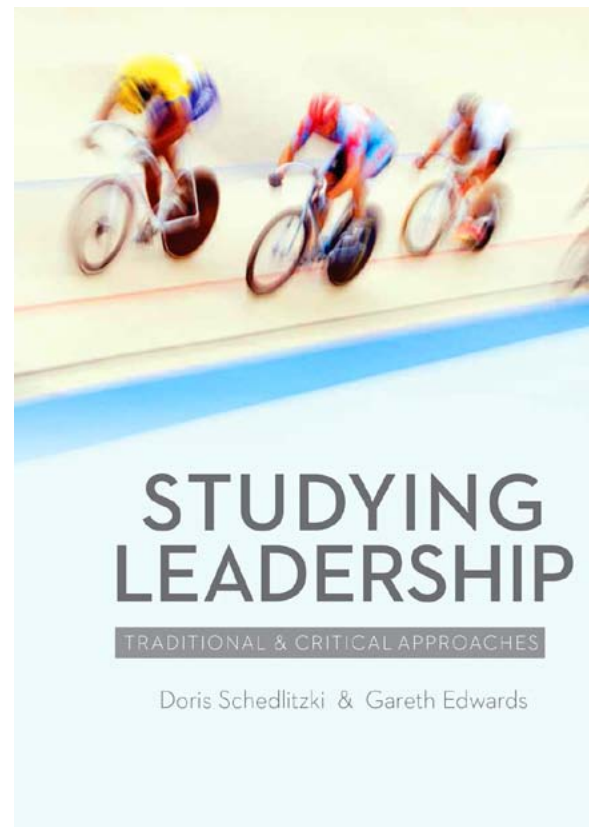
just been about getting back into the swing of doing. We've got quite a lot of teaching to do.

**DORIS:** Writing the book took up quite a lot of time for both of us. Apart from that, we've also been busy publishing journal articles. Gareth has recently published articles in the area of leadership on community. We both are interested in taking a cultural perspective on leadership, and Gareth has done some recent work on some of the Native American tribes and their very different historical approaches to leadership. I have two main areas of research and focus in leadership, one of them is around culture, particularly looking at language. As I'm originally from Germany, I've always been fascinated with the extent to which different languages don't actually have an easy definition of or use of leadership within the language. I've applied for a few research grants to enable this research pursuit. I've also been working with another colleague looking at a small company that is in the SME sector and exploring how they are facing some very significant leadership challenges as they're trying to grow their company.

**SHERRY:** What led you to collaborate on this particular book?

**DORIS:** Apart from being colleagues, we are also partners in real life. We both did our Ph.D.s on leadership at the same time, so we've both been in the community of leadership scholars in the United Kingdom from about 2002 onwards. I suppose over the years, particularly now that we're also both working together on leadership modules, we've become increasingly frustrated with how little the existing textbooks reflect the diversity and range of leadership thinking, leadership theory. I think it was at the British Academy of Management conference in 2010 when we approached SAGE and said, we need something better, particularly to help us with teaching our students, undergraduates, postgraduates, and post-experience students. That is really how we came to think of creating a book that does more than the other books so far. It covers the range of more traditional ideas, covered in many textbooks, and expands out to critical, current approaches that are very much embraced and reflected in journals, but not so much in textbooks. Gareth, is there anything that you want to add?

**GARETH:** I think Doris covered everything. The one thing we found when we were teaching leadership is that we were tending to use two textbooks. We'd use a traditional textbook by Gary Yukl or Peter Northouse, and then add a smaller textbook that looked at more critical and contemporary issues, like Brad Jackson and Ken Parry's *A Very Short Fairly Interesting and Reasonably Cheap Book about Studying Leadership*. What we wanted to try to do is join these together into one textbook that both talked about traditional



concepts and also discussed the more current critical issues as well. That's what we tried to do with our book.

**SHERRY:** Who would you say your intended audience is for this book and what do you hope they will take away after reading it?

**DORIS:** We see the book working potentially both for undergraduate students and postgraduate students. We both teach from the second and final year of our undergraduate programs — they go over three years — to somewhat more mature postgraduate students. We teach full-time, part-time, and MBA students here at University of West England (UWE). Our idea was that we would be able to use the chapters in the book in slightly different ways in order to target either type of audiences. Undergraduate students might not delve quite so much into Part III, the critical approaches, but would certainly be able to engage with all of Part I and Part II, the traditional and current issues in leadership. Whereas for a postgrad market, we might go through Part I more quickly and focus in much more detail in Part II and Part III.

The other thing that was important for us was to enable students — particularly undergraduate students — to draw on real life experiences and bring these quite diverse sets of theories to life. That's why we asked colleagues to write real-life case studies.

I've used it with cohorts of part-time experienced managers and they very much like that kind of case study. I'm hoping now that the book is out that they will be able to use the questions and the guidance that we give across all the chapters and link those up with the case studies, to make even further sense of the material. As a textbook, it is academic. It is very much focused on theories. But, through the inclusion of case studies, the reflective questions, and the critical thinking boxes, we really try to provide something for a range of audiences and in a way that isn't just a dry textbook but that allows students to make fairly easy and quick linkages with practice.

**SHERRY:** You just mentioned the case studies in the book. How did you select and collaborate with your colleagues that created those case studies?

**DORIS:** We asked around and talked to colleagues about the kind of book we were writing and then we identified three different people. The person who wrote the first case study was a former student who was working with one of our colleagues on a knowledge exchange project with a company, the company that she's written about. The colleague really helped to make that particular contact. We met with her to talk at length about what sort of case study we were looking for and then worked with her on a couple of drafts. We were trying to enable our colleagues to write case studies that would give some greater breadth. In most other textbooks, the case studies you find are very short. They sometimes feel a little artificial. We wanted to give more of a story of what was going on in the organization to allow students to see that it isn't just about one aspect of leadership, you can look at it from all sorts of angles. There might be a power issue, a gender issue, a culture issue, a leadership development issue. The second case study is written by somebody Gareth knows through his leadership network, who also comes and gives talks for us here at UWE, Tony Nelson. Again, it was just a matter of talking through and identifying with him what — out of the vast array of experiences that he has — would be useful to include. It was an iterative process and talking back and forth between us. I think we were very lucky that they all got what we were looking for, really. We created these longer, more elaborate stories that really felt like you've got a little bit of an insight into an actual company. What that means is that students, particularly those who are practicing managers, can relate. They can see themselves, their own work, in those case studies.

**SHERRY:** We all know that there are many leadership models and theories out there. How did you determine which ones you wanted to highlight and discuss in your book?

**DORIS:** I think we were probably guided by — to a certain extent — what interests us. I remember sitting

down at that conference in 2010 and making a very first draft of a list of chapters. That list was very much guided by what our experience had been teaching across the range of undergraduates, postgraduate, MBA, and experienced managers. We asked ourselves, what are people looking for in a broad introductory text? What are some of the things that we feel are missing from other textbooks? What are the sorts of things we want to talk to students about?

The answers to those questions linked up somewhat with our interests. We knew, for example, that with Gareth's interest in distributed leadership, there had to be a chapter on that. Similarly, with my interest in identity and language, I was very keen to have a chapter on that. We also both work with aesthetic methods so we very much wanted the audience to be aware of that quite small but thriving field of leadership study. At the same time, we knew from teaching our students that we couldn't jump right in at that deep end. We wanted to allow the audience — and this is what I think we cover in Part I — to see the development of this field. We try to capture this in the introduction with a diagram showing how the focus has shifted from a very, very psychological individualistic perspective toward a more sociological, critical studies approach taken here in Europe.

**SHERRY:** You have talked about how your teaching and research interests have guided this book. Did you find that there was a particular chapter or one part that was a little bit more challenging to write or to edit than others?

**GARETH:** The way we wrote the book was by splitting up the chapters and then reviewing each other's work. So, I guess we'll each have a different challenging chapter. I would have to say that mine was the chapter around ethics and authenticity. There is quite a lot of new, contemporary material out there with competing views that was quite difficult to synthesize into one chapter. Trying to organize that material in a way that is accessible to students was a bit of a challenge. I hope that I've been able to get that across, but that was probably the most difficult chapter for me. I'll pass back to Doris to talk about her chapter.

**DORIS:** Yes, so, which one? [Laughs] I think one that I had to really think about was chapter five, the one on context. I had to think quite a bit about how to structure it in order to bring across what I wanted to bring across. That chapter got quite a bit of feedback from the reviewers in terms of, "This is good, this is interesting, but be clearer in what it is you want to say." It's a subject that is close to my heart because it links to the cultural aspect of my own research. I do feel that there has not been enough discussion and thought with regard to what exactly context is. It's a word that we

use very regularly, but there are actually some very, very different approaches as to how we see it. For example, there is a particularly distinct difference between psychological and sociological approaches to thinking about context. It's something that I've always encouraged my students to think about. Because of those considerations, that chapter was a bit challenging for me to write.

**SHERRY:** Many leadership texts either omit or devote a relatively small section to followership. You have an entire chapter on it. Would you both tell me a little bit more about your decision to include an entire chapter on followership?

**DORIS:** The traditional focus in leadership studies really hones in on the individual leader as the doer. For those who are ready to challenge that notion, the follower-centric and followership theories that are out there are often a key turning point in their thinking. I certainly see this in the classroom. There's a very popular video, "First Follower: Leadership Lessons from Dancing Guy" ([www.youtube.com/watch?v=fW8amMCVAJQ](http://www.youtube.com/watch?v=fW8amMCVAJQ)) and when students watch it, all of a sudden, something clicks for them. Gareth and I both remember going to the Studying Leadership conference in Lancaster in December 2005, where Boas Shamir, for the first time, formally talked about followership in his keynote address, "From passive recipients to active co-producers: Followers' roles in the leadership process." I remember then and there thinking there is something very important here. I don't think we ever thought twice about including a chapter on followership. We always knew that we wanted to make a statement. We wanted to say, look, we could turn it all upside down. The second part of this chapter on relational leadership and psychoanalytical approaches to leadership does the same thing. I wrote that chapter as a way of really exploring different aspects of leadership that turn everything upside down.

**SHERRY:** The leadership moment was something that I really enjoyed being introduced to. For those who have not had an opportunity to read your book, could you explain that concept and maybe provide an example?

**DORIS:** Yes, so, we draw on Martin Wood's and Donna Ladkin's work on this. We've worked with both of them and we remembered listening to the paper where they first presented the idea that later turned into a chapter by them and John Pillay in Donna's book *Rethinking Leadership*. Gareth particularly has used it quite a lot in relation to distributed leadership. Gareth, do you want to talk a little bit about how you use it?

**GARETH:** Yes, I use it with students to — it's almost like trying to stop time. It's like getting them to take a photograph

or use a piece of film footage to explore leadership widely. They'll pick up on certain individuals as leaders and also draw on more contextual aspects of leadership and how the individual has become a leader in that particular context. Taking a snapshot enables students to explore much more deeply in cultural and geographical terms. We found it a really useful technique in the classroom to draw students to a much broader conversation about leadership. That's why we wanted to include it in the book. I still write about it a little bit when writing about distributed leadership.

**SHERRY:** Is there a particular leadership moment that occurred in a classroom with a student that you recall that was really profound?

**GARETH:** I think what's been most profound when I've been with students is when they actually use film as a cue. For example, we use *Braveheart* in class and it's really easy to see transformational leadership behaviors and styles of leadership in that movie. But what we then encourage them to do is ask, okay, we've seen transformational leadership, we've seen the styles, but what else is there? That tends to provide much more of a profound conversation around things like aesthetics and art and how one presents oneself as a leader and in leadership terms. There are all sorts of different aspects and that does tend to be quite an important issue. I've had other more mature students talking about more historical instances and looking at pictures of leaders from the past and drawing on their knowledge of those leaders. It's not just that moment in time, it's what your interpretation is of that moment in time as well, which leads us then into some fantastic conversations around things like social construction of leadership and understanding how leadership is constructed through discourse and identity and things like that.

**SHERRY:** Many chapters address the intersectionality of leadership identity with other dimensions of identity like culture, language, or gender. We do not typically see that. Could you talk about your decision to do so and what that process was like?

**GARETH:** From the start, something we wanted to do with the book was to explore the wide variety of different notions of leadership without seeing them as being opposed to each other. We wanted to represent each to the students as being important. I think it confuses students sometimes if you say that there's this theory and there's this other theory which is much better than that theory. We try not to do that. We try instead to draw these things together to show how they might each be related — if they are — or if they're not, to say that one aspect is not more important than the other. They are each as important as each



other. That adds to the whole picture of leadership. I'll pass over to Doris because she has more to say on that, given that she wrote the chapters most relevant to your question.

**DORIS:** Yes. So, why does identity come up so much or so often? First, I think it's a reflection of my interests in the topic. But, second, identity is not really something that comes up in many different ways in textbooks. Textbooks have chapters on culture, on gender, but none of them really talk about language. I think it's something that's very important to talk about particularly when you think about the need to bridge the gap between conceptual ideas and practice. We talk about ourselves in different ways. Psychology and sociology take very, very different avenues to explore this phenomenon. It's something that we feel is very important, particularly in a classroom with postgraduate experienced managers. We might ask, what does that mean for you? Who are you in this? You can talk about you, yourself, your identity on its own, but we would argue it's something that comes in very strongly when you think about, "What are my cultural values?" "Who am I as a female? How does that make me different from other women or men doing leadership?"

**SHERRY:** One of the concluding thoughts that I saw in the epilogue was the discussion of symmetry with respect to future leadership. Can you share with us this idea and provide the readers with an example of how scholars and practitioners may be able to use symmetry to conduct future leadership?

**DORIS:** I think it's rooted in our backgrounds. I'm very much a sociologist, my writing is very critical. Gareth originally is from the psychological end. Over the years, we have come to converge more, but we're also very, very aware how divided the thinking is sometimes. Hopefully this comes across in the book. With the idea of symmetry — which we say provides proportion to parts of the body and any whole to each other — what we're trying to say is that we need to put balance in place. We need to be less damning toward each others' approaches, particularly on the kinds of geographical and the philosophical divides that exists.

We need to go back to thinking about, as Donna Ladkin has said, what are the important questions here that we need to ask for both our thinking on leadership as well as our practice? How can we do symmetry leadership research or leadership practice? It's really about being aware of our different assumptions about leadership, whether we focus on the individual, whether we focus on the follower, whether we focus on the process, and what that means with regards to what we envisage leadership could be and also what we can do in practice. We need to be mindful of all the different things that we know and be able to draw bridges and be less hung up, particularly with regards to research on paradigm issues. We need to be more able to work together to shed more light on what is or what isn't leadership, what is followership and what isn't. Do you have any further thoughts, Gareth?

**GARETH:** I don't, no.

**SHERRY:** Are there any important concepts or takeaways that you would like to share that we have not touched on today?

**DORIS:** Gareth, are there any particular concepts or anything from the book that we'd really like to pass on to the audience as important about the book?

**GARETH:** I think the context chapter.

**DORIS:** Chapter five, the context chapter, is something that makes a lot of the connections we've been talking about. Also, if we go back to the epilogue, we attempt to provide symmetry for what might otherwise have a disjointed kind of feel. And, personally, I quite like the diagram we introduced in chapter one showing how each of the studies developed. I would also strongly advise readers to engage with the reflective questions and the critical thinking boxes we've provided in the book. Those are things that we worked very carefully on through the various editing stages. The reflective questions allow students — at any stage of their education — to really pause and to think about how a concept or theory relates to anything they have ever seen or done. Similarly, the critical thinking boxes push that a little bit further. They help to unroot the taken for granted assumptions we have on what leadership is or what it should be. We're quite proud of those features.



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SEPT. 2 - 4

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SEPT. 9 - 11

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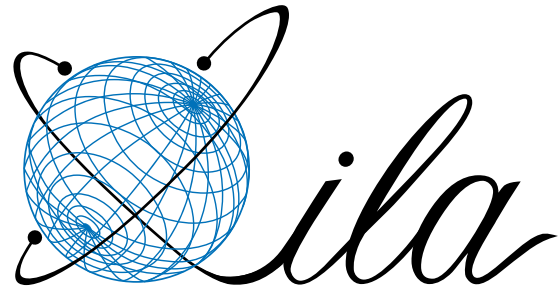
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